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ABSTRACT

This annotated bibliography is designed to assist research in vocational education by providing access to documents, journal articles, and current projects related to postsecondary vocational education. The report literature and journal articles cited were found in a search of "Resource in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Citations are included for 20 documents, 9 journal articles, 7 AIM/ARM documents, and 1 project. Also included are instructions for ordering the cited materials. (NJ)

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ED133574

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Bibliography No. 31

POST-SECONDARY VOCATIONAL EDUCATION

An Annotated Bibliography of Publications and Projects

compiled by
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VT-103-597

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OE 009 661

INTRODUCTION

Post-secondary vocational education has been designated as a priority area for research projects to be sponsored by the U.S. Office of Education during fiscal year 1976. When undertaking a research project it is important to take into consideration previous work and current activity in the same area so as to avoid duplication and build upon prior knowledge. Reports on completed work have been announced in *Resources in Education* (RIE) or *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM) or described in journal articles announced in *Current Index to Journals in Education* (CIJE).

The report literature and journal articles cited in this publication were found in a computer-assisted search of RIE, AIM/ARM, and CIJE. These citations were selected from along a larger number uncovered in the initial search. The selected items were deemed relevant to the topical area and representative of previous work. As with most bibliographies, the inclusions are a product of the search strategies and the judgement of the compilers. Therefore, users of the bibliography should seek information from other sources as well.

The documents listed are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation. The journals may be found in most state or university libraries. The current projects cited were selected from among those listed in AIM/ARM (Volume 7, Nos. 4-6; Volume 8, Nos. 1-3). Additional information about these projects may be obtained from the project directors listed.

ERIC DOCUMENTS

ED104499 95 JC750287

FOLLOW-UP STUDIES OF FORMER OCCUPATIONAL-TECHNICAL STUDENTS AT COMMUNITY COLLEGES. RESEARCH REPORT NO. 1.

Williams, William G.; Snyder, Fred A.

Virginia State Dept. of Community Colleges, Richmond.

Report No.-RR-7

Pub Date-74 Note-69p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Curriculum Evaluation/*Educational Objectives/Evaluation Methods/*Follow-up Studies/Graduate Surveys/*Institutional Research/*Junior Colleges/Research Methodology/Research Utilization/Technical Education/Vocational Education/*Vocational Follow-up

This report presents a review of follow-up studies of former occupational-technical students at community colleges throughout the Nation. The purpose was to evaluate the effectiveness of follow-up studies in measuring attainment of educational goals stated in community college catalogs and literature. This evaluation was made by studying the research emphases, motivations, and procedures for the studies. In winter 1973, a 12-item questionnaire was sent to all 720 public comprehensive two-year colleges which began offering occupational-technical programs prior to September 1970; 520 (72.5 percent) responded. This questionnaire requested information on research motivations and frequency, and asked for copies of recent studies. The content of the 85 most sophisticated follow-up studies submitted was analyzed using a three-part 66-item coding instrument. A 44-item goals inventory for occupational-technical education was prepared in order to measure the educational goal emphases of the studies. Findings are reported and recommendations for improving follow-up studies are made. The appendix includes a list of the 42 community college catalogs and a bibliography of the literature consulted in determining educational goals, a list of the 85 colleges submitting sophisticated follow-up studies, the questionnaire and accompanying letters, and the content coding form and procedures for its use. (Author/DC)

ED103592 CE003157

THE PERCEPTIONS OF SELECTED MALE PUBLIC HIGH SCHOOL SENIORS CONCERNING SPECIALIZED AND COMPREHENSIVE POST-SECONDARY SCHOOLS IN MINNESOTA.

Kiefer, Charles C.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date-Aug 72 Note-63p.

Available from-University of Minnesota Research Coordinating Unit, 145 Peik Hall, Minneapolis, Minnesota 55455 (No Charge)

EDRS Price MF-$0.76 HC-Not Available from EDRS. PLUS POSTAGE

Descriptors-College Choice/Comprehensive Programs/Educational Research/*Factor Analysis/Forced Choice Technique/High School Graduates/*High School Students/*Post-Secondary Education/State Surveys/Student Attitudes/Student Charateristics/Student Interests/*Student Opinion/*Surveys/Technical Education/Vocational Schools

Identifiers-Minnesota

The study surveyed the perceptions of selected male public senior secondary students relative to the specialized and comprehensive types of public two year post-secondary schools in Minnesota. Their perceptions of both school related and non-school related factors were determined. Further, the relative importance of these two types of factors, as perceived by the students, was investigated. The survey instrument, used in three schools, measured student perceptions concerning the students' preferred school, attendance patterns, educational program patterns, and school factor and non-school factor importance. The data are analyzed and described separately for the vocational-technical and non-vocational-technical students within each high school. Findings are tabulated and discussed. Appended materials make up three-fourths of the document and include: (1) definitions of terms, school factors and non-school factors; (2) the research instrument; (3) tabulated research data; and (4) publications list. (Author/MW)

ED101817 JC750173

ASSOCIATE DEGREE NURSE PREPARATION AND NURSING SERVICE NEEDS: AN INCIDENTAL PAPER.

Gordon, Ruby D.

Pub Date-Jan 75 Note-14p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Associate Degrees/Continuous Learning/Curriculum Development Employee Attitudes/Employer Attitudes/Employment Problems/Employment Qualifications/Health Occupations/*Health Occupations Education/*Junior Colleges/*Literature Reviews/*Nurses/Role Perception/Teacher Attitudes

Associate degree nursing programs were first established in 1953. At the same time, diploma programs and baccalaureate programs were preparing nurses with the potential for licensure as registered nurses. Recently, there has been a decline in diploma programs and an increase in associate degree programs. Associate degree programs emphasize action in specific situations rather than theoretical explanations. A review of the literature pertaining to associate degree nursing programs reveals a large gap between what students of such programs are taught and the duties they are expected to perform on the job; this results in long adjustment periods during which the employer must provide continuous supervision. The primary cause of this situation is that the term "beginning practitioner" is interpreted differently by educators, employers, and new graduates. In order to solve this problem, training institutions and employers must establish better avenues of communication and educators must alter their curricula to meet employer needs. Furthermore, educators must realize that preparing any individual for specific duties may lead to skill obsolescence and should develop continuing education programs to encourage lifelong professional development. (DC)

ED099042 JC740483

A DECISION SYSTEM FOR OCCUPATIONAL PROGRAMS IN COMMUNITY COLLEGES. RESEARCH PUBLICATION NO. 75-2.

Hedlund, Dalva E.; et al.

New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs; New York State Education Dept., Albany. Office of Occupational Education; State Univ. of New York, Ithaca. Cornell Institute for Research and Development in Occupational Education.

Pub Date-Jun 74 Note-171p.

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors-Bibliographies/*Community Colleges/Curriculum Development/*Decision Making/Literature Reviews/Models/Post-Secondary Education/*Program Planning/*Systems Approach/Technical Reports/*Vocational Education

The first year of a project to develop, evaluate, and disseminate a system for occupational program planning in community colleges is discussed. The focus of the first year was the development of the system. This report of the first phase is divided into three parts. In Part 1 materials and concepts important to the development of the system are reviewed. First, the literature on occupational program planning in community colleges is explored. Second, important concepts in the development of the project system is discussed. Part 2 contains the pilot edition of the project system. Part 3 contains the references for the development of the project system. Annotated bibliographies are presented for the use of both researcher and practitioner in the area of program development. (DB)

ED098257 TM004034

IDENTIFICATION OF MOST SUCCESSFUL EDUCATIONAL PROGRAMS AND THEIR CHARACTERISTICS.

Dagenais, F.

Pub Date-Apr 74 Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Classification/Community Colleges/Discriminant Analysis/*Educational Administration/Identification/Opinions/*Program Evaluation/*Reliability/*Research Methodology/*Vocational Education

Identifiers-*Delphi Technique

Most successful vocational education programs are identified in 16 community colleges through the use of the Delphi method. The design provided for a reliability check on the Delphi technique through the use of two independent Delphi panels on each campus. Hard data on 36 "most successful" and 36 "other" programs on 12 campuses were analyzed as a further check on the panel results. The reliability of Delphi panels was established. Discriminant analysis correctly classified an impressive number of the programs identified by the Delphi technique. The identifying characteristics of successful programs span the area of student, curriculum, instructional, administration, and advisory committee. The educational use of the Delphi method is discussed. (Author)

ED097071 JC740394

STUDENT ACCOUNTABILITY MODEL: PROCEDURES MANUAL. VOCATIONAL EDUCATION, PART C.

Morris, William; Gold, Ben K.

California Community Colleges, Sacramento.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 74 Note-56p.; Research Project 19-34741-C3-235

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-College Students/*Community Colleges/Dropout Research/Evaluation Methods/*Follow-up Studies/Graduate Surveys/Guides/*Models/Post-Secondary Education/*Program Evaluation/Questionnaires/Sampling/Student Characteristics/*Vocational Education

Identifiers-California/SAM/*Student Accountability Model

The Student Accountability Model (SAM) was developed by a consortium of 12 members to provide a system of procedures for identifying and describing California community college occupational students and for obtaining information about them after they leave college. The two components of the model are the Student Accounting Component (Classification of Occupational Courses, Identification of Occupational Student Majors, and Data for Voc-Ed for CC0E48) and the Student Follow-up Component (Classification of Previous Semester Students, Follow-up Procedures for Groups--selection of group(s), preparation of students, study design--Data for Voc-Ed Form CC)E45, and Data for Program Evaluation and Planning). Each of the tasks involved in the two components is discussed. Appendixes present the following: a discussion of Sampling in Follow-up Studies, Sample Instruments for Follow-up Preparation (In-Class Questionnaire, EXIT Interview Form, and Follow-up Alert Letter), and a list of members of the Project Consortium. (LB)

ED092773# CE001514

VOCATIONAL-TECHNICAL LEARNING MATERIALS: BOOKS AND MANUALS FOR SCHOOLS AND COMMUNITY COLLEGES, SECOND EDITION.

Reinhart, Bruce, ed.

The Ohio State University, Columbus. The Center for Vocational Education.

Pub Date-74 Note-307p.

Available from-Bro-Dart, Inc., 1609 Memorial Ave., Williamsport, Pennsylvania 17701 ($35.00)

Document Not Available from EDRS.

Descriptors-*Annotated Bibliographies/Community Colleges/High Schools/*Instructional Materials/Library Collections/*Periodicals/*Technical Education/*Vocational Education

Forty-one subject areas are represented in the second edition of the Vocational-Technical Library Collection. The listing of 5,167 books and 394 journals includes three categories of materials: instructional, professional, and journals (trade and professional). The selections have direct relevance to vocational-technical education and serve programs which train both the in-school age group and the out-of-school age group. The materials relate to non-professional instructional programs requiring less than a baccalaureate degree to complete. The material is directed to public schools from high

school through college and is relevant to other nations as well as the United States. Local, state, and regional materials are included only if they are generally adaptable or of general interest. Most of the publications listed are available from specified sources. For each entry, the following information is provided: author, title, publisher, identification, number, pagination, date, suggested acquisition phase, grade level, price, and annotation. There is a subject index and an author index. (AG)

ED083977 JC730273

COPES REPORT: COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM. OCCUPATIONAL EDUCATION IN REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-May 73 Note-69p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Community Colleges/*Educational Programs/Evaluation Methods/*Program Evaluation/Program Improvement/Research Needs/School Visitation/Self Evaluation/*Vocational Education

Identifiers-California/COPES

An evaluation was made of the occupational education program at California community colleges. Three areas were studies: strengths, improvement needs, and research priorities. Evaluations, combining college self-appraisals with validations of the self-appraisals by visiting COPES teams, were conducted over a three-month period. Team ratings covered 60 items. Findings indicate: (1) Strengths include qualifications of occupational education instructional staff, experience of this staff, qualification of occupational education coordinators, quality of instruction, and salary schedules; (2) Needs include improved college organization, increased administration commitment to occupational education, and provision of educational opportunities consistent with community needs; and (3) Research priorities include data collection, use of job success and failure information of occupational education graduates in program planning, and use of individualized instruction. A four-page COPES status report on occupational education in representative colleges outlines in detail the major strengths, critical needs and research priorities in this field. (Author/GK)

ED081420 JC730204

AN ASSESSMENT OF THE MARINE INDUSTRY AND MARINE TECHNOLOGY PROGRAMS IN COMMMUNITY COLLEGES IN SAN DIEGO COUNTY. FINAL PROJECT REPORT.

Heinkel, Otto A.; Tepedino, Francis J.

California Community Colleges, Sacramento. Office of the Chancellor; San Diego Community Coll. District, Calif. Research Office.

Report No.-R-73-2

Pub Date-72 Note-75p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Community Colleges/Educational Research/Evaluation Methods/Industry/*Job Market/*Marine Technicians/Models/*Program Evaluation/Surveys/Technical Reports/*Vocational Education

Identifiers-*San Diego County

This study was a direct response to a 1970 resolution by the California Community College Board of Governors that all community college districts refrain from implementing any new programs in the area of specialized training for marine technicians until the success of existing programs could be evaluated. A needs assessment survey was conducted to measure the gap between marine technology education and the related market. Present training requirements for marine technology were established, and a needs assessment model resulted. Results of the study showed: (1) marine technology instructors have fallen behind in their perceptions of the skills required by marine technicians and those skills found to be necessary in actual job situations; (2) the term "marine technician" is not understood by industry; (3) existing occupations programs can be augmented to serve marine technology requirements with the specific addition of a unit on marine applications; (4) continuing liaison between educational institutions and industry should be maintained; (5) subject matter, instructional methods, and length of course should be adapted to student/job requirements; (6) students should be told of job scarcity, alternative job choices, and the advantages of acquiring general skills that are applicable to particular marine jobs; and (7) counseling in the colleges should be strenghtened to inform students of limited job openings, and to urge marine technology students to consider alternative jobs. (Author/DB)

ED079475 VT020244

POST-SECONDARY COOPERATIVE EDUCATION ABSTRACTS.

Smiley, James, Comp.; Budke, Wesley, Comp.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; The Ohio State University, Columbus. The Center for Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-Bib-Ser-17

Pub Date-May 73 Note-57p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Abstracts/Annotated Bibliographies/*Cooperative Education/Educational Research/Indexes (Locaters)/*Junior Colleges/Operations Research/*Post-Secondary Education/Program Administration/Program Coordination/Program Planning/Technical Education/*Vocational Education

This bibliography of abstracts was prepared to assist program planners and administrators in locating pertinent data on post-secondary cooperative education programs. The package is composed of abstracts of documents reported in "Research in Education" (RIE), "Abstracts of Research Materials in Vocational and Technical Education" (ARM), and "Current Index to Journals in Education" (CIJE). Entries include: (1) titles pertaining to model 2-year post-secondary cooperative education programs, with special emphasis on planning, coordination, administration, and organization; (2) procedural manuals for program coordinators; (3) titles pertaining to secondary and higher education relating to planning, coordination, and administration; and (4) guidelines for program development. (Author/SN)

ED078177 VT020346

THE ROLE OF TELECOMMUNICATIONS IN THE REGIONAL DELIVERY OF EDUCATION SERVICES: A STUDY OF THE POTENTIAL USE OF INSTRUCTIONAL TELEVISION FOR VOCATIONAL EDUCATION IN THE APPALACIAN STATES.

Battelle Memorial Inst., Columbus, Ohio. Columbs Labs.; INTASA, Inc., Menlo Park, Calif.

Spons Agency-Department of Health, Education and Welfare, Washington, D.C. Office of Telecommunications.

Pub Date-Nov 72 Note-196p.

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors-*Communication Satellites/*Cost Effectiveness/*Educational Television/Elementary Grades/Feasibility Studies/General Education/Models/ Post-Secondary Education/Research Projects/Secondary Grades/*Telecommunication/ Video Tape Recordings/*Vocational Education

Identifiers-*Appalachia

This report documents a research project focusing on the role telecommunications technology in the regional delivery of educational services, including assessment of needs, factors in choosing the technology for implementation, alternative delivery systems, cost analysis, and a study of possible demonstration projects in South Carolina, Alabama, and Georgia. Detailed cost figures for various instructional television delivery systems are provided in charts, tables, and models. The representative case studied in detail was the delivery of both vocational education services and general educational services to the Appalachian States. Various instructional television delivery systems were compared and considerations given to the need for local replay and production capability. Instructional television can deliver course material to a large general education audience and to the dispersed and specialized vocational education audience simultaneously, with the combined cost comparable to teacher delivery of general education courses alone. It was found that satellite direct reception is the least expensive system. Videotape replay capabilities could provide flexibility at reasonable cost. Additional studies are recommended on a range of topics important for understanding the role of telecommunications in the regional delivery of health, education, and welfare services. (MF)

ED077507 JC730146

THE STUDY OF JUNIOR COLLEGES. VOLUME I, ROLES AND REALITIES OF COMMUNITY COLLEGES: AN ANALYSIS OF THE LITERATURE.

Trent, James W.; et al.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Contract-OEC-0-70-4795

Pub Date-Dec 72 Note-306p.

EDRS Price MF-$0.76 HC-$15.86 PLUS POSTAGE

Descriptors-Admission Criteria/College Administration/College Faculty/ *Community Colleges/Counseling/Disadvantaged Youth/Dropouts/Educational Needs/ *Junior Colleges/*Literature Reviews/Low Achievers/Post-Secondary Education/ Relevance (Education)/*Research Needs/Vocational Education

This volume is the first of three reporting on The Study of Junior Colleges, a project of the UCLA Center for the Study of Evaluation and the U.S. Office of Education. Volume I, the review of the literature on junior colleges, is divided into 12 chapters focusing on 9 areas of interest: major administrative issues and problems, junior college students--a general survey, disadvantaged students and low achievers, relationships with the community, remedial programs, innovations in junior college education, vocational education programs, faculty, and counseling services. Each section presents a summary of known information and areas in need of research. Chapters are: Research for Development in the Community College; Who Passes through the Open Door?; Keeping the Doors Open for Low Achievers; Salvaging the Talent of the Disadvantaged Student; Students Who Leave; Career Education; Preparing the Low Achiever to Enter the Curriculum; Relevance and Mastery through Innovation; Counseling Diverse Students; Junior College Faculty: A New Breed in Higher Education; Administration: Defining Roles and Reality; and Defining Community Needs. (For related documents, see JC 730 147-149.) (KM)

ED075620 VT019907

SAN FRANCISCO BAY AREA ENVIRONMENTAL EDUCATION NEEDS STUDY.

Fish, Duane

West Valley Joint Community Coll. District, Campbell, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date-Jul 72 Note-94p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-Area Studies/Course Content/Curriculum Research/*Educational Needs/*Employment Opportunities/Employment Potential/Employment Projections/*Environmental Education/Environmental Technicians/Feasibility Studies/Job Skills/*Post-Secondary Education/Technical Education/*Technical Occupations

Identifiers-*San Francisco Bay Area

To identify environmental technician positions in the public and private sectors of the San Francisco Bay Area as well as to determine the skills and knowledge necessary for employment in the field, questionnaires were distributed to companies, agencies, individuals of the private sector in the area, and 33 institutions offering an Occupational Curriculum in Environmental Education. Findings derived from the data include: (1) At present, there exists no immediate employment placement locally for 2-year training environmental technicians, therefore it would not be feasible to institute such a program in this vicinity; and (2) The environmental technology topics most often offered were Introduction to Environmental Technology, Disease Prevention Technology, Pollution Prevention and Control Technology, Resources Conservation Technology, and miscellaneous courses. (SN)

ED072238 VT018683

DEVELOPMENT OF A RESEARCH INSTRUMENT WHICH CAN ASSESS THE OCCUPATIONAL AND EDUCATIONAL STATUS OF FORMER OCCUPATIONAL ENROLLEES OF NORTH CAROLINA COMMUNITY COLLEGES AND TECHNICAL INSTITUTES. OCCUPATIONAL EDUCATION RESEARCH PROJECT FINAL REPORT.

Guilford Technical Inst., Jamestown, N.C.

Spons Agency-North Carolina Research Coordinating Unit in Occupational Education, Raleigh; Office of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 72 Note-83p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-*Community Colleges/*Follow-up Studies/Graduate Surveys/Post-Secondary Education/Questionnaires/*Research Methodology/*Technical Institutes/Vocational Education/*Vocational Follow-up

Identifiers-*North Carolina

This project was conducted to assess the condition of follow-up studies throughout the state and to develop an instrument for gathering data relative to the employment and educational status of former students of the community colleges and technical institutes in the North Carolina system. Data-gathering instruments and existing data from the colleges and institutes were examined to determine existing commonalities and central issues. On the basis of this examination, a follow-up instrument was developed and pilot tested with a sample of 210 former students, which included non-degree, degree, diploma, and certificate students. Data from the pilot study were analyzed, and as a result of the analysis, modifications were made in several questions. It was concluded that the revised instrument accurately reflects the concerns of North Carolina's community colleges and technical institutes and will provide data both for institutional self-study and for central long-range planning. The instrument and several project materials are appended. (SB)

ED068091 JC720244

STATUS OF SPRING 1971 GRADUATES

Portland Community Coll., Oreg.

Pub Date-Sep 72 Note-36p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Employer Attitudes/*Follow-up Studies/*Graduate Surveys/Institutional Research/Job Training/*Junior Colleges/Questionnaires/*Vocational Follow-up

This follow-up study of Portland Community College (PCC, Oregon) graduates was conducted to determine where graduates are, what they are doing, and how well their employers rate their performance. Information was gathered from postcard surveys sent to the 1971 graduates, and subsequent questionnaires sent to these students and to their employers. Some findings were: (1) regarding current status, 309 of the 527 responding were employed, 134 continued their education, and 54 were unemployed; (2) major factors in the choice of school were the available technical programs, finances, location, and desire to increase job skills; (3) over 31% of the graduates were earning between $600 and $750 per month, with 59% earning less than $600 per month; (4) over one-half of the graduates regarded their own initiative as having been the most influential factor in obtaining their first positions; (5) 73% felt that their specialized training helped them to obtain employment; (6) 73% of the employers felt that their employees were better prepared as a result of their college work; and (7) 57% of employers stated that the training of the PCC graduate influenced their decision to hire them. (RN)

ED061416 VT014687

REVIEW AND SYNTHESIS OF LITERATURE ON OCCUPATIONAL PREPARATION IN THE COMMUNITY COLLEGE.

Fibel, Lewis R.

The Ohio State Univ., Columbus. The Center for Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-Inf-Ser-55

Pub Date-72 Note-81p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.76 HC-$4.45 PLUS POSTAGE

Descriptors-Admission Criteria/Bibliographies/College Administration/*College Curriculum/College Instruction/*College Role/*Community Colleges/Post-Secondary Education/Program Descriptions/*Research Reviews (Publications)/Student Characteristics/Teachers/*Technical Education/Vocational Education

Since the end of World War II the public community college has grown in significance, and it is now the most rapidly multiplying educational institution in the country. This review of literature examines the role of these community colleges in occupational education in terms of methods of operation and extent of offering. Occupational preparation at the secondary school level is insufficient, which puts a heavier responsibility on the community college. One problem in fulfilling this responsibility is the financial limitations of the 2-year colleges in setting up proper training facilities and equipment. Literature on entrance requirements and characteristics of enrolling students, curriculum, administration, and methods of instruction are all discussed in this report, which should be of interest to community college administrators, curriculum planners, and educators. The author includes his recommendations for needed additional research, and an extensive bibliography. (Author/GEB)

ED059369 VT014585

NEEDED: A COMPROMISE IN POST-SECONDARY VOCATIONAL-TECHNICAL CURRICULA.

Mayer, Lynne S.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Report No.-Rev-Syn-Ser-1

Pub Date-71 Note-58p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Curriculum Planning/Curriculum Problems/Educational Needs/Job Analysis/*Literature Reviews/Manpower Needs/*Post-Secondary Education/*Program Design/Program Effectiveness/Relevance (Education)/*Technical Education/*Vocational Education

Relevant curriculums for post-secondary vocational-technical programs can be designed only after manpower needs are identified and a study is made of job skill requirements. This paper, the result of a review of current literature, was written in an attempt to decide: (1) What programs should be made available at the post-secondary level? (2) What is the appropriate composition of post-secondary vocational-technical education curriculums? and (3) How much time should be spent in the teaching of theory compared to

that devoted to practice or application of theory? It was found that an average of 5 percent of the post-secondary curriculums reviewed were composed of general education components, and 15 percent of the curriculums were made up of courses related to job skills. Conclusions were that general and related instruction must be included along with skills instruction in post-secondary curriculums, and that a compromise is needed between programs with rigorous engineering type curriculums and those with short term job skills curriculums. (GEB)

ED057785 JC720021

THE CASE FOR VOCATIONAL EDUCATION IN THE JUNIOR COLLEGE WITH AN INTRODUCTORY REVIEW OF RECENT RESEARCH.

Barlow, Melvin L.; Park, Young

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date-Feb 72 Note-4p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Career Education/*Junior Colleges/Research Reviews (Publications)/*Technical Education/*Vocational Education/*Vocational Schools

This issue on the general planning of vocational-technical education emphasizes that education for employment should be the main purpose of the educational enterprise, and that junior colleges should occupy a dominant position in this preparation. Vocational education was conceived of as part of the total educational structure and vocational theorists have never thought of it in any other way. It should be offered as an alternative to the "go-to-college" concept that has been so oversold as to be taken for granted. The college preparatory program in high school and community college is probably the greatest farce ever. There can be no dichotomy between the general goals of education and vocational training. More and more the terms vocational education and occupational education are being used synonymously. This should not create confusion as both indicate preparation for the world of work. Toward the end of the 1950s a number of regional conferences directed attention to post-secondary vocational education programs. These national studies showed that the vocational needs of people are a high-priority issue. The role of the junior college in meeting these needs has been clear over the past decade, but the junior college has been slow to accept its responsibility. Career education is a national goal with high priority but it can not be achieved unless junior colleges offer more options and seek greater inter-cooperation. (Author/AL)

ED049360 VT012487

PRACTICES AND OUTCOMES OF VOCATIONAL-TECHNICAL EDUCATION IN TECHNICAL AND COMMUNITY COLLEGES.

Gartland, Thomas G.; Carmody, James F.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.-ACT-RR-37

Pub Date-Oct 70 Note-49p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Community Colleges/Comparative Analysis/*Counseling Services/Educational Benefits/*Institutional Research/School Surveys/Student Enrollment/*Technical Institutes/*Vocational Education

A study of 2-year post-secondary institutions was conducted to provide more adequate information about institutional guidance and research programs. A questionnaire was sent to 351 vocational-technical schools that offered no transfer programs, and a slightly different version was sent to 689 community or junior colleges offering both college transfer work and vocational-technical programs. Data were requested on counseling, research, data collection, program completion, transfer rates, and graduates' employment experiences. The results showed that vocational schools collected more extensive standardized data for selection purposes, whereas community colleges provided more comprehensive counseling. Research by community colleges was oriented toward demographic studies, unlike the vocational schools, which mainly conducted studies of student satisfaction and success both in school and after leaving. Vocational school graduates were less likely to transfer or drop out. (Author/BH)

ED047667 JC710055

EXPECTATIONS FOR LEARNING ENVIRONMENTS AND PERSONALITY FACTORS OF STUDENTS COMPARED TO DROP-OUTS FROM TWO-YEAR INSTITUTIONS.

Kievit, Mary Bach

Pub Date-70 Note-16p.; Paper presented at the 1971 Annual Meeting of the American Educational Research Association, February 4-7, 1971, New York, New York

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*College Environment/*Dropout Research/*Junior Colleges/Personality Development/*Personality Studies/School Environment/*Vocational Education

This study examines college environments and behavioral manifestations of personality needs. Measures developed by G. C. Stern for 4-year colleges are applied to 2-year institutions specifically with students enrolled in programs to prepare them for employment. A survey was made of: (1) all freshmen, at a community college and a technical institute, who were enrolled in four specific occupational curricula; (2) those students who continued in the curricula into a fourth term; and (3) those students who subsequently dropped out. Results were based on demographic characteristics, scholastic aptitude, and expectations for environmental press. The findings suggest: (1) within a narrow range of variation between environmental press in the community college and the technical institute, public images of the two schools were not sufficiently different to attract students with different expectations for environmental press or divergent personality needs; and (2) the findings on variations between personality needs of students who continue and those who drop out suggest a differential selective retention power based on variations within a narrow range of intellectual interests and motivation. (CA)

JOURNAL ARTICLES

EJ115426 CE502775
THE ROLE OF RESEARCH IN POST-SECONDARY VOCATIONAL EDUCATION
Larson, Milton E.; Valentine, Ivan E. Journal of Industrial Teacher Education; 12; 2; 44-50 W 75
Descriptors-*Vocational Education/*Research Methodology/*Research Needs/*Research Problems/*Research Skills/Research Opportunities/Research Utilization/Post-Secondary Education
The article provides an overview of research needs in vocational education; lists some problem areas; discusses research methods and statistical treatment of data; and touches upon sponsorship, dissemination, and future research challenges. (MW)

EJ113084 RC501711
POST-SECONDARY TEACHERS OF TECHNICAL EDUCATION: A STUDY OF NEEDS
Brown, Donald V. Tennessee Education; 4; 4; 25-32 W 75
Descriptors-*Educational Needs/*In-Service Education/*Post-Secondary Education/*Technical Education/*Teacher Education/Administrative Policy/Community Colleges/Educational Research/Junior Colleges/Vocational Education

EJ103773 CE501711
COSTS AND BENEFITS OF JUNIOR COLLEGE TRADE AND INDUSTRIAL EDUCATION
Osburn, Donald D.; Richardson, W. B., Jr. Journal of Industrial Teacher Education; 12; 1; 71-6 F 74
Descriptors-*Trade and Industrial Education/*Junior Colleges/*Cost Effectiveness/*Educational Finance/Educational Resources/Program Evaluation/Economic Research/Investment/Program Costs/Program Effectiveness
Identifiers-*Investment Analysis

EJ098245 JC500755
FURTHER INFORMATION AND ASSISTANCE
Frankel, Joanne New Directions for Community Colleges; 1; 4; 115-29 W 73
Descriptors-*Vocational Education/*Information Sources/*Program Descriptions/*Junior Colleges/*Bibliographies/Educational Innovation/Educational Finance/Education Problems/Teaching Methods
Article provided additional sources of information on planning for updating occupational education. (Editor/RK)

EJ089921 JC500630

OCCUPATIONAL PROGRAMS NEED CONTINUAL INSTITUTIONAL RESEARCH

Brown, W. J.; Manley, Fred W. Community College Review; 1; 3; 57-63 F 73

Descriptors-*Educational Research/*Vocational Education/*Educational Innovation/*Community Colleges/*Educational Planning/Instructional Systems/Guidance Programs

This article described a pragmatic approach for conducting the institutional research that an organization must do in order to remain a dynamic entity, i.e., one which develops and changes within its environmental setting. (Author/RK)

EJ079487 VT504933

MOTIVATION--THE PRIMARY STUDENT NEED FOR SUCCESS

Christensen, Howard H. Agricultural Education Magazine; 45; 12; 285 Jun 73

Descriptors-*Success Factors/*Agricultural Education/*Associate Degrees/*Student Motivation/*Student Characteristics/Post-Secondary Education/Educational Research/Vocational Counseling/Low Achievers/Failure Factors

Reports results of a 2-year study designed to identify student characteristics and factors associated with success in an associate degree agricultural program. (SB)

EJ079405 VT504935

A FOLLOW-UP OF TECHNICAL AGRICULTURE STUDENTS AND PROGRAMS IN OHIO

Cummins, James E.; Bender, Ralph E. Agricultural Education Magazine; 45; 12; 281-282 Jun 73

Descriptors-*Graduate Surveys/*Post-Secondary Education/*Agricultural Technicians/*Technical Education/*Vocational Follow-up/Follow-up Studies/Agricultural Education/Educational Research

Identifiers-Ohio

EJ079403 VT504933

PLACEMENT IS A PART OF CAREER EDUCATION

Becker, James L.; Williams, David L. Agricultural Education Magazine; 45; 12; 2780279 June 73

Descriptors-*Post-Secondary Education/*Agricultural Engineering/*Success Factors/*Academic Achievement/*Graduate Surveys/Community Colleges/Career Education/Agricultural Education/Educational Research/Vocational Follow-up

Reports a study in which the best single predictor of training success in a community college agricultural mechanics curriculums was an academic variable, percentile rank in high school graduating class. (SB)

EJ076932 VT504812

SOME VARIABLES WHY SO FEW BLACK HIGH SCHOOL GRADUATES ATTEND POST-HIGH SCHOOL AREA VOCATIONAL SCHOOLS

Farning, Max Journal of Industrial Teacher Education; 10; 1; 5-12
F 72

Descriptors-*Area Vocational Schools/Attendance/*Educational Attitudes/Educational Research/*Ethnic Studies/*Negro Attitudes/*Negroes/Post-Secondary Education/Technical Education

Identifiers-Minneapolis St. Paul Area

VT020385
Jun 73
Gillie, Angelo C., Sr., et al
CONTINUING EDUCATION CHARACTERISTICS OF SELECTED ASSOCIATE DEGREE GRADUATES. VOCATIONAL-TECHNICAL EDUCATION RESEARCH REPORT.
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
300
EDRS Price MF-$0.65 HC-$6.58
Descriptors-*Follow-up Studies/Occupational Surveys/*Associate Degrees/*Technical Education/Technical Occupations/*Individual Characteristics/*Graduates/Curriculum Research/Vocational Education/Post-Secondary Education
Identifiers-Pennsylvania State University
This study was conducted as part of a larger study to determine characteristics common to associate degree graduates of six technical education programs at Pennsylvania State University so as to determine its relevance and relative effectiveness to the population it served. It is the second follow-up in the longitudinal study. Data were derived from questionnaires sent to more than 1,700 graduates of the specified programs during the 1955 through 1971 period. Findings included: (1) The types of continuing education courses most selected by these graduates were in order of priority: mathematics, the biological and physical sciences, social sciences, humanities, fine arts, courses directly related to associate degree programs, and less frequently, other courses; and (2) Continuing education was an important activity for these graduates with 55 percent of the graduates enrolled previously or at present. A small percent had earned additional degrees and more were working toward another degree. A related document available in this issue is VT 020 384. (SN)

VT020384
May 73
Gillie, Angelo C., Sr.; Mann, Edward
JOB SATISFACTION CHARACTERISTICS OF SELECTED ASSOCIATE DEGREE GRADUATES VOCATIONAL-TECHNICAL EDUCATION RESEARCH REPORT.
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
300
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Follow-up Studies/Occupational Surveys/*Technical Education/*Associate Degrees/*Graduates/*Job Satisfaction/Occupational Information/Manpower Utilization/Curriculum Research/Vocational Education/Post-Secondary Education/Curriculum Development

Summarized is a follow-up to a larger study concerning job satisfaction characteristics of associate degree graduates of technology programs at Pennsylvania State University. Involving students graduating during the period from 1955 through 1971, the study sought to determine: (1) the present status of the graduates; (2) job information about the graduates since their completion of degree requirements; (3) job orientation characteristics of the graduates; and (4) the need for changes in the existing curriculum. Data were obtained from a questionnaire sent to approximately 33 percent of the graduates. Findings suggest that curriculum planners should give serious consideration to reducing enrollment levels in associate degree technology programs due to low salary levels and high unemployment and promotional rates. A related document available in this issue is VT 020 385. (SN)

VT019309
73 Ph.D. Dissertation, The Ohio State Univ., Columbus.
Eads, Freeman D.
VOCATIONAL-TECHNICAL COMPONENT OF THE PRESERVICE CURRICULUM FOR COMMUNITY COLLEGE ADMINISTRATORS.
900
Document Not Available from EDRS
Univeristy Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF $4.00, Xerography $10.00)
Descriptors-Doctoral Theses/*Curriculum Research/Curriculum Development/Curriculum Planning/Administrator Education/*Administrative Personnel/*Community Colleges/*Preservice Education/Educational Administration/Vocational Education/Educational Programs
To assess the opinions of chairmen of educational administration departments from selected 4-year public and private institutions of higher education as to the status of the vocational-technical related component of their preservice curriculum from community college administrators in an effort to develop an emperical base for the future development of a component of the preservice curriculum, this survey involving some 45 department chairmen and utilizing questionnaires was conducted. Of those sampled, a total of 37 usable questionnaires were returned. Analysis of the findings revealed that: (1) departments of educational administrations having such programs vary in size, program structure, and the number of students serve; (2) all of the departments include some vocational-technical related task competencies in their preservice curriculum, however; (3) although many departments offer special courses, general educational administration courses still form the basic framework; and (4) in regard to the 25 tasks identified, there seems to be a disagreement between the findings of this study and literature written on the subject. Persons surveyed were split on the issue of its importance while the literature cites it as a priority. (Author/SN)

VT018573
Jun 72
Sorenson, Warren

A PROPOSED SYSTEM FOR PREDICTING COSTS OF VOCATIONAL EDUCATION PROGRAMS IN THE CALIFORNIA COMMUNITY COLLEGES.

West Valley Joint Community Coll. District, Calif.

300

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Vocational Education/Educational Programs/Cost Effectiveness/*Program Costs/Resource Materials/Educational Background/*Community Colleges/Post-Secondary Education/Research Needs/*Predictor Variables/Educational Finance/Federal Aid/Expenditure per Student

Identifiers-*California

The overall purpose of this study was to develop a system for predicting current instructional costs of vocational education programs at the community college level in California. Data gathered by analyzing the instructional expenditures of 19 community colleges for the fiscal year 1969 showed that: (1) Neither of two suggested mathematical formulas could accurately predict vocational program costs; (2) Expenses for similar programs vary widely according to the college; (3) Distributive education and home economics programs required less funding than non-vocational programs, while five other occupational areas required more; and (4) The size of student enrollment affected the cost per student. Minimum vocational program enrollments and identification of expenditures should be established for community colleges, and distribution of federal vocational education funds should consider student enrollment, types of programs, and the development of cost effectiveness data for planning purposes. Further cost studies for vocational education are recommended. Historical background information on federal support to vocational education is included, in addition to comparisons of program costs and institutional characteristics. Numerous tables and appended resource materials are provided. (AG)

VT014705

Apr 72 69p.

Adams, Dewey Allen

REVIEW AND SYNTHESIS OF RESEARCH CONCERNING ADULT VOCATIONAL AND TECHNICAL EDUCATION.

The Ohio State Univ., Columbus. The Center for Vocational Education.

EDRS Price MF-$0.65 HC-$3.29

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Inf-Ser-58

Descriptors-*Research Needs/*Adult Vocational Education/*Advisory Committees/*Technical Education/Community Colleges/Secondary Education/Educational Objectives/Minority Groups/*Research Reviews (Publications)/Curriculum Development/Program Administration/Bibliographies

In response to the increasing need for information relating to adult vocational and technical education, this state-of-the-art paper presents a review, summarization, analysis, and synthesis of significant literature in the area. Special attention is given the role of the public secondary schools and community colleges in contributing to adult vocational and technical education. Specific sections of the report deal with advisory committees and

the research concerning the facilitation of adult learning. A summary of research and developmental activities identifies the significant trends, points up imperative needs, and recommends important research priorities. The four problem areas in the greatest need of research are identified as: (1) program evaluation and accountability; (2) organization, administration, and supervision; (3) integration of general and vocational education; and (4) strategies for working with minority groups. (Author/JS)

VT013364
Jun 71 95P.Ed.D. Dissertation, Oregon State University
Lindahl, Donald Gene
COMMONALITIES IN THE PROFESSIONAL EDUCATION COMPETENCIES OF SELECTED COMMUNITY COLLEGE VOCATIONAL INSTRUCTORS.
Document Not Available from EDRS
University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Descriptors-Ability Grouping/*Community Colleges/*Doctoral Theses/ Educational Guidance/*Educational Research/Factor Analysis/Teaching Methods/ *Teaching Skills/Teaching Techniques/*Vocational Education Teachers
To determine the nature of common professional education competencies of community college vocational teachers, 160 teachers from four western states and from program areas of agriculture, health, home economics, and service occupations were administered a professional education competency questionnaire. Analysis of data revealed that there was not significant difference among the mean scores for community colleges and that commonality existed in terms of responses to competency items. The most important competencies were those relating to instructional management, such as teaching and guidance strategies, while lowest ranking competencies were those relating to program mangement, including interpretation of history, philosophy, requirements, and laws dealing with education. The generated commonalities indicate that community college vocational teachers, regardless of program area, state, or college, need proficiency in a common core of performance-based professional education competencies. (Author/SB)

VT011402
69 47p.
Mercer, Charles. V.
PUBLIC POST-SECONDARY OCCUPATIONAL EDUCATION IN THE UNITED STATES. CENTER MONOGRAPH NO. 3.
RMQ66004
EDRS Price MF-$0.25 HC-$2.45
Descriptors-Bibliographies/Courses/Educational Finance/Enrollment Trends/ Institutions/*Post-Secondary Education/*Research Needs/*Student Characteristics/ Tables (Data)/*Vocational Education
Identifiers-*Public Post-Secondary Schools
This monograph presents an overview of the characteristics of public post-secondary institutions in regions around the country, provides information on their funding, enrollments, and offerings in occupational education,

and directs attention to some of the characteristics of their student populations. Post-secondary occupational education is supported by the United States Office of Education, Division of Vocational and Technical Education, in post-secondary technical vocational schools, community or junior colleges, universities or colleges, and combination secondary-post-secondary vocational technical schools. In 1966 there were 1,020 institutions with two-thirds solely involved in 2-year post-secondary programs. There is great variation among states in the amount of cost to the student as well as in the extent to which state, local, and private sources of financial assistance are available. Also, there is not a consistent national pattern of the availability of job placement services. Students entering post-secondary occupational programs come from high schools, colleges, and industry. Variations in the systems need to be examined in order to determine if some programs are superior, and more complete data are needed on the demographic and social characteristics and academic backgrounds of students. (SB)

CURRENT PROJECT

VTP 1370
Title: Evaluation of the Ohio Pre-Postsecondary Program in Grades 11 and 12 in Four (4) Centers.

Initiator: J. W. McGrath
Institution: Kent State University, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: May 6, 1974 through June 30, 1974

Objectives: (1) To determine the effectiveness of the administration of the project including local level administration; (2) To determine the effectiveness of the educational program; and (3) To determine the program costs as compared to regular methodology and subsequent transportability to other Ohio schools.
Methodology: On-site visitations will be made at each of three levels of the objectives. Instruments will be developed to supplement the available standardized results that will contribute to measuring the above three objectives. Testing will be conducted by LEA's in the program, and results forwarded to the evaluator for compilation and analysis. Report will be written to be incorporated in the 4th quarter summary of the program. Federal funds total $8,200.00.

HOW TO ORDER DOCUMENTS

ERIC and AIM/ARM Report Literature are available in ERIC microfiche collections throughout the Nation. Information concerning the location of ERIC microfiche collections is usually available through personnel in State Research Coordinating Units. Individual microfiche and hard copies and AIM/ARM VT-ERIC microfiche sets may be ordered by ED number from:

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For additional information concerning Current Project, consult the sponsoring agency or institution at which the work is being conducted.

ED 004 661